

STANDARD IV: Time Allocation

Target Time Allocation:

Level 3 & 4: *Target time for CGP has been established and customized to meet the needs of the individual school.*

- Each school determines a Target Time (how much time will be spent in each of the four components) based upon the needs of the individual school with an explanation of how the Target Time was determined.
- After the Time and Task Analysis is completed an Actual Time can also be shown to determine how closely the Target Time and Actual Time correlate.

Example:

	<u>Target Time</u>	<u>Actual Time</u>
Individual Planning	40%	45%
Guidance Curriculum	20%	20%
Responsive Services	25%	20%
System Support	15%	15%

Based upon our Needs Assessment more time has been allotted for Individual Planning. We meet with all students at each grade level in an individual SEOP to discuss 4 year career and educational plans, graduation requirements, individual testing scores, career opportunities, post high school plans, etc.

We have found by meeting individually with students and parents each year we are more successful in providing individualized and relevant information to students based upon their career and educational goals.

Time and Task Analysis:

Level 3 & 4: *Sample time and task analysis in all four Comprehensive Guidance components are charted by every counselor (e.g. one day each week or one week per month – at least ten sample days)*

- The “**Comprehensive Counseling and Guidance Time Log**” (Excel Spreadsheet) can be used to chart each counselor’s time.

For those who would like to use a spreadsheet to keep track of their time, the “**Time Log with Calculations**” (Excel Spreadsheet) has the formulas set up to calculate how much time is spent in each area. Just put a “1” in the box and the spreadsheet will calculate how much total time is spent in each of the areas.

- The “***Comprehensive Counseling and Guidance Time Allocation Chart***” can be used to determine activities that would fall into each of the four components.

Eighty Percent (80%) Direct Services to Students:

Level 3 & 4: *Eighty percent of each counselor’s time is spent on direct services (Guidance Curriculum, Individual Planning and Responsive Services)*

- The “***Comprehensive Counseling and Guidance Time Analysis***”(Excel Spreadsheet) can be used to determine percentages in each of the components.

The spreadsheet is in Microsoft Excel. Put the hours spent in each of the categories and the spreadsheet will calculate the time percentages spent in each component. (The percentages do round up to the nearest %, so if it is calculating more than 100% you can go in and change the cell to use decimals and not round up.)

Calendar:

Level 3: *A full year CGP calendar is provided that clearly defines specific CGP activities.*

- See “***Sample Guidance Calendar Level 3***”. Show your full year CGP calendar.

Level 4: *A full year CGP calendar is provided that correlates with the counselor’s target time allocations and school improvement goals.*

- See “***Sample Guidance Calendar Level 4***”. Show target time allocations and school improvement goals”. Show your full year CGP calendar with the target time allocations and correlations with school improvement goals.

Level 4: *A current calendar is posted on the counseling and guidance Web page and is updated regularly.*

- Show the web page with the calendar either on the Internet or have a hard copy available. Indicate how often the Web page is updated.

Non-Guidance Activities:

Level 3: Counselor “fair share” responsibilities are consistent with school improvement plans and goals.

Example:

- Counselor 1: works with the master schedule.
- Counselor 2: manages school testing program.
- Counselor 3: manages concurrent enrollment program.

Counselors have responsibilities that are consistent with the school improvement plan and are doing their “fair share” in taking additional responsibilities along with the rest of the school faculty. Counselor assignments have a correlation with the Guidance program responsibilities.

Level 4: Non-guidance activities are eliminated from every counselor’s duties through a strong integration with school improvement processes.

Example:

All counselor responsibilities are consistent with the four components of the Comprehensive Guidance Program in the areas of Individual Planning, Guidance Curriculum, Responsive Services and System Support. There are no responsibilities assigned to counselors that do not fall within these four components.

Describe how the program has addressed recommendations from the last review:

- See previous program review and indicate any recommendations in this area and how they have been addressed in the past 3 years.

Describe new program goals:

Example:

Program Goals:

Move the responsibility of administering and coordinating the testing program outside of the counseling office. The role of the counselors would be to advertise and interpret test scores for students and parents.

Move the responsibility of registering students for concurrent enrollment outside of the counseling office. The role of the counselors would be to provide information on concurrent enrollment for students and parents.

Improvement Plan Component:

Example:

Improvement Plan:

Technology – “Link technology effectively and efficiently to support educational and management goals”.

Through the Guidance Website information is disseminated to parents and students providing an up-to-date calendar with Comprehensive Guidance information.